



NUMERACY AT GOSDEN HOUSE

Key 'End Points' in our Learner's Journey

The Maths curriculum supports the progress of our learners in achieving our purposeful and ambitious 'End Points'. These identified 'End Points' focus on 'tooling' up our eventual Gosden Graduates for their future pathways. In addition to these guiding End Points, all learners have ILPs (Individual Learning Plans) based on their EHCP individual outcomes within the four areas of need, which are developed and progressed throughout their time at Gosden.

Primary End Points

I can apply my number sense functionally throughout my environment. I find enjoyment in the exploration of Maths beyond the classroom and can practise using a range of strategies to problem solve. I am developing an awareness of how I use Maths every day, in everything I do.

Secondary End Points

KS3 WIIFM (What's in it for me?)- I will develop my understanding of Maths vocabulary and expand my functional skills, as I practise using them in real life applications. This will support my growing confidence, independence and self-reliance.

KS4 WIIFM - I can confidently use functional maths when challenged with real life problems, in life beyond Gosden, the workplace and the community.

Why is the development of Numeracy skills essential for our Gosden learners and future graduates?

Purpose of study:

Mathematics is a creative and highly inter-connected discipline developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life and for independence, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding and accessing the world, the ability to reason mathematically, an appreciation of and sense of enjoyment in mathematics and curiosity about the subject.

*For reference, mathematics is interchangeable with numeracy throughout this document.

Aims: (adapted from the National Curriculum 2014)

The curriculum for numeracy aims to ensure that all pupils:

- become fluent across all topic strands, through varied and frequent practice with increasingly complex problems over time. Pupils develop conceptual understanding and the ability to recall and apply knowledge confidently and independently.
- reason mathematically through discussion, the use of stem sentences and confident using subject specific vocabulary.
- can solve problems by applying their numeracy to a variety of enquiry and investigative child-led learning opportunities to encourage perseverance, seeking solutions and communicate justifications.

Mathematics is an interconnected subject in which pupils need to be able to fluently use mathematical ideas and apply to everyday situations.

Progress forward is always based on the security of pupils' understanding and their readiness to progress to the next stage, regardless of their chronological age and peers. Teaching and learning plans for learners' deepening understanding, ensuring concepts are secure and encouraging flexibility of thought.

Gosden Learners:

At Gosden House we believe that mathematics is fundamental to our learners' everyday encounters, helping them to participate in experiences in school and their wider community. As a school, we are aiming for learners to develop positive attitudes to maths, identify, use and manipulate numbers, amounts, measurements and shapes and

to talk about the language and symbols. The Early Years Foundation Stage and National Curriculum are adapted to provide learners with the means and opportunity to support them in using their knowledge, skills and understanding purposefully and functionally in the wider world. This approach supports and strengthens all pupils' 'Learning Habits / Muscles', our identified skills for life.

How do we develop, stretch and nurture our Gosden learners' Numeracy skills?

Gosden House uses a multi-sensory approach to children's mathematical learning that focuses on three essential elements, doing mathematics, communicating mathematically and exploring relationships to enable generalisation. We aim to facilitate learners' deepening understanding and enjoyment of mathematics through using concrete and visual imagery to support comprehension of abstract mathematical ideas. Individuals' learning experience progresses from concrete through pictorial to abstract, as appropriate, often with learners returning to the use of concrete materials when developing their understanding of a new concept.

Through our Mathematics curriculum, adapted from the Early Years Foundation Stage and National Curriculum:

- Primary Learners are taught the key content, in a creative, cross-curricular way with significant practical activity, allowing children to work at a level appropriate to their ability rather than their age, to improve outcomes and raise standards of achievement.
- Secondary learners are taught numeracy in discrete lessons, in addition to its application across the curriculum. Students are supported to be cognisant in the purpose of mathematics in their everyday lives, through the 'Secondary Toolkit'.
- Learners are encouraged to develop the use of mathematical language and use 'talk' to support thinking mathematically, recognising the importance of dialogue, between both pupils and teachers and between peers, in making meaning.
- Learners have the opportunity to use concrete resources, images and structured apparatus such as Numicon, to help discover patterns and make generalisations, of often-abstract concepts, supporting development of conceptual understanding alongside procedural competence.
- Gosden promotes child-led and enquiry based learning approaches both in and outside of the classroom utilising the extensive grounds and outdoor classroom. Encouraging learners to take the lead in their learning provides the opportunity for deepening their understanding.
- Learners have the confidence and opportunity to discuss how they will, and have learned, through reference to and reflecting on our 'Learning Habits/ Muscles'.

A variety of teaching styles and approaches are used which ensure:

- ❖ The curriculum is frequently reviewed and is logically sequenced, ordered into small achievable steps.
- ❖ Teaching and learning adapts to the needs of the learner(s), being organised as one to one, pairs, small group or whole class lessons. Within Primary classes, both ability and mixed ability groups are planned for and within KS3 learners are grouped across the key stage by ability, for discrete maths lessons.
- ❖ Teaching and learning activities are individualised through the provision of diverse resources, contexts, opportunities for independence and challenge, through which staff scaffold learners' progress.
- ❖ A focus on vocabulary, use of both visual and physical resources and Makaton support comprehension of language in the mathematics classroom.
- ❖ Use of ICT supports independent learning activity, of particular importance within the Secondary School.
- ❖ Teachers and Learning Assistants are exposed to appropriate high quality CPD ensuring confidence in the skills and knowledge that they are required as all adults are leaders of learning. All staff are encouraged to raise questions, seek support and request further training if needed in order to ensure everyone is confident in what they teach.

Pupil Learning Journey

Learners across the school access a rich mathematical experience, covering Number, Geometry, Measure and Statistics.

Learning is targeted at individuals' next steps, with our attainment system within school supporting planning for small steps in progress. However, we are currently developing our Numeracy curriculum, please see the draft 'Maths Curriculum Progression Map' document below, to ensure that teaching and learning is not only well targeted but that it follows a logical, progressive sequence in learning, for learners from EYFS to KS3. This curriculum is based on the EYFS framework 2021, DfE Development Matters, Birth to 5 matters, NCETM documents and DfE NC statutory KS1- 2 programmes of study. We aim to ensure a cohesive, appropriate learning journey for every learner. Before adoption, we will agree how this curriculum is implemented and arranged across key stages, as part of this ongoing development. The use of 'stages' is suggested as potential language to describe progress through the curriculum but this again will be agreed within the school community.

Maths Curriculum Progression Map - EYFS to KS3

Strand	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Place Value and counting	<ul style="list-style-type: none"> Reacts to changes of amount when those amounts are significant (more than double). 	<ul style="list-style-type: none"> May be aware of number names through their enjoyment of action rhymes and songs that relate to numbers. 	<ul style="list-style-type: none"> Says some counting words. May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence. Uses number words, like one or two and sometimes responds accurately when asked to give one or two things. Responds to words like lots or more. 	<ul style="list-style-type: none"> Begins to say numbers in order, some of which are in the right order (ordinality). sometimes skips numbers '1-2-3-5' Beginning to count on their fingers. Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same'. In everyday situations, takes or gives two or three objects from a group. Beginning to notice numerals (number symbols). 	<ul style="list-style-type: none"> May enjoy counting verbally as far as they can go. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Uses some number names and number language within play, and may show fascination with large numbers. Begin to recognise numerals 0 to 10. Subitises one, two and three objects. Counts up to five items, recognising that the last number said represents the total counted so far. Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! (Use language such as 'more than' and 'fewer than'). Links numerals with amounts up to 5 and maybe beyond. Explores using a range of their own marks and signs to which they ascribe mathematical meanings. Through play and exploration, beginning to learn that numbers are 	<ul style="list-style-type: none"> Recite numbers past 5. Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0. Increasingly confident at putting numerals in order 0 to 10 (ordinality). Uses number names and symbols when comparing numbers, showing interest in large numbers. Estimates of numbers of things. Engages in subitising numbers to four and maybe five. Counts out up to 10 objects from a larger group. Matches the numeral with a group of items to show how many there are (up to 10). Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects. Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three.

					<p>made up (composed) of smaller numbers.</p> <ul style="list-style-type: none"> • Beginning to use understanding of number to solve practical problems in play and meaningful activities. • Solve real world mathematical problems with numbers up to 5. 	
--	--	--	--	--	---	--

Strand	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Addition and subtraction		<ul style="list-style-type: none"> • Looks for things which have moved out of sight. 			<ul style="list-style-type: none"> • Beginning to recognise that each counting number is one more than the one before (copied from place value). • Explore the composition of the numbers 2, 3, 4 and 5 (begin exploring relation to numbers between 0-5). 	<ul style="list-style-type: none"> • In practical activities, adds one and subtracts one with numbers to 10. • Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-” • Explores the composition of numbers to 10. • Automatic recall of number bonds for numbers 0-5 and some to 10. • Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects. • Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three.

Strand	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Multiplication and division					<ul style="list-style-type: none"> • Explore finding pairs using visual models (e.g. snap, dominoes, 6 shown as 2 dice on 3). 	<ul style="list-style-type: none"> • Recognise some doubles and halves facts up to 10 (highest is $5 + 5 = 10$).

Strand	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Algebra/Pattern	<ul style="list-style-type: none"> • Shows interest in patterned songs and rhymes, perhaps with repeated actions • Experiences patterned 	<ul style="list-style-type: none"> • Joins in with repeated actions in songs and stories. • Initiates and continues repeated actions. 	<ul style="list-style-type: none"> • Becoming familiar with patterns in daily routines. • Joins in with and predicts what comes next in a story or rhyme. 	<ul style="list-style-type: none"> • Joins in and anticipates repeated sounds and action patterns. • Is interested in what happens next using the 	<ul style="list-style-type: none"> • Creates their own spatial patterns showing some organisation or regularity. • Explores and adds to simple linear patterns of two 	<ul style="list-style-type: none"> • Spots pattern in the environment, beginning to identify the pattern ‘rule’. • Chooses familiar objects to create and recreate

	objects and images. • Begins to predict what happens next in predictable situations.		• Beginning to arrange items in own patterns, e.g. lining up toys.	pattern of everyday routines.	or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC). • Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next.	repeating patterns beyond AB patterns and begins to identify the unit of repeat. • Verbally count beyond 20, recognising the pattern of the counting system. • Explore and represent patterns within numbers up to 10, including odds and evens.
--	---	--	--	-------------------------------	---	--

Strand	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Measure	Measure • Responds to size, reacting to very big or very small items that they see or try to pick up.	Measure • Shows an interest in objects of contrasting sizes in meaningful contexts. • Gets to know and enjoys daily routine. • Shows an interest in emptying containers.	Measure • Shows an interest in size and weight. • Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram. • Beginning to understand that things might happen now or at another time, in routines.	Measure • Explores differences in size, length, weight and capacity. • Beginning to understand some talk about immediate past and future. • Beginning to anticipate times of the day such as mealtimes or home time.	Measure • In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items. • Recalls a sequence of events in everyday life and stories.	Measure • Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy. • Becomes familiar with measuring tools in everyday experiences and play. • Is increasingly able to order and sequence events using everyday language related to time. • Beginning to experience measuring time with timers and calendars.
	Money	Money	Money • Exchange object of reference.	Money • Begin exchanging a photo for the object.	Money • Begin exchanging symbols for objects.	Money • Begin exploring coins.

Strand	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Geometry-properties of shape (shape)	• Explores differently sized and shaped objects. • Beginning to put objects of	• Stacks objects using flat surfaces - combine objects like stacking blocks and	• Pushes objects through different shaped holes, and attempts to fit shapes into	• Chooses puzzle pieces and tries to fit them in. • Recognises that two	• Chooses items based on their shape which are appropriate for the child's	• Uses informal language and analogies, (eg heart-shaped and hand-shaped

	similar shapes inside others and take them out again.	<p>cuts.</p> <ul style="list-style-type: none"> • Responds to changes of shape. • Attempts, sometimes successfully, to match shapes with spaces on inset puzzles. 	<p>spaces on inset boards or puzzles.</p> <ul style="list-style-type: none"> • Beginning to select a shape for a specific space. • Enjoys using blocks to create their own simple structures and arrangements. 	<p>objects have the same shape.</p> <ul style="list-style-type: none"> • Makes simple constructions. 	<p>purpose.</p> <ul style="list-style-type: none"> • Responds to both informal language and common shape names. • Shows awareness of shape similarities and differences between objects. • Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes. • Attempts to create arches and enclosures when building, using trial and improvement to select blocks. 	<p>leaves), as well as mathematical terms to describe shapes.</p> <ul style="list-style-type: none"> • Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes. • Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build. • Talk about and explore 2D and 3D shapes eg circles, rectangles, triangles. • Include shapes, corners, sides, flat, round.
--	---	---	--	---	---	---

Strand	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Geometry-position and direction (spatial awareness)	<ul style="list-style-type: none"> • Explores space when they are free to move, roll and stretch. • Developing an awareness of their own bodies, that their body has different parts and where these are in relation to each other. 	<ul style="list-style-type: none"> • Explores space around them and engages with position and direction, such as pointing to where they would like to go. 	<ul style="list-style-type: none"> • Enjoys filling and emptying containers. • Investigates fitting themselves inside and moving through spaces. 	<ul style="list-style-type: none"> • Moves their bodies and toys around objects and explores fitting into spaces. • Begins to remember their way around familiar environments. • Responds to some spatial and positional language. • Explores how things look from different viewpoints including things that are near or far away. 	<ul style="list-style-type: none"> • Responds to and uses language of position and direction. • Predicts, moves and rotates objects to fit the space or create the shape they would like. 	<ul style="list-style-type: none"> • Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints. • Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they all look (spatial reasoning). • May enjoy making simple maps of familiar and imaginative environments, with landmarks.

Strand	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11	Stage 12
Place Value and counting	<p>Counting</p> <ul style="list-style-type: none"> • count to and across 100, forwards and backwards, beginning with 0 or 1, or 	<p>Counting</p> <ul style="list-style-type: none"> • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or 	<p>Counting</p> <ul style="list-style-type: none"> • count from 0 in multiples of 4, 8, 50 and 100; • find 10 or 100 more or less 	<p>Counting</p> <ul style="list-style-type: none"> • count backwards through zero to include negative numbers 	<p>Counting</p> <ul style="list-style-type: none"> • interpret negative numbers in context, count forwards and backwards with 	<p>Counting</p> <ul style="list-style-type: none"> • use negative numbers in context, and calculate intervals across zero

	<p>from any given number</p> <ul style="list-style-type: none"> count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens given a number, identify one more and one less 	backward	than a given number	<ul style="list-style-type: none"> count in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given number 	<p>positive and negative whole numbers, including through zero</p> <ul style="list-style-type: none"> count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 	
	<p>Comparing Numbers</p> <ul style="list-style-type: none"> use the language of: equal to, more than, less than (fewer), most, least 	<p>Comparing numbers</p> <ul style="list-style-type: none"> compare and order numbers from 0 up to 100; use <, > and = signs 	<p>Comparing numbers</p> <ul style="list-style-type: none"> compare and order numbers up to 1000 	<p>Comparing numbers</p> <ul style="list-style-type: none"> order and compare numbers beyond 1000 	<p>Comparing numbers</p> <ul style="list-style-type: none"> Order and compare numbers to at least 1 000 000 and determine the value of each digit 	<p>Comparing numbers</p> <ul style="list-style-type: none"> order and compare numbers up to 10 000000 and determine the value of each digit
	<p>Identifying, representing and estimating</p> <ul style="list-style-type: none"> identify and represent numbers using objects and pictorial representations including the number line 	<p>Identifying, representing and estimating</p> <ul style="list-style-type: none"> identify, represent and estimate numbers using different representations, including the number line 	<p>Identifying, representing and estimating</p> <ul style="list-style-type: none"> identify, represent and estimate numbers using different representations 	<p>Identifying, representing and estimating</p> <ul style="list-style-type: none"> identify, represent and estimate numbers using different representations 	<p>Identifying, representing and estimating</p>	<p>Identifying, representing and estimating</p>
	<p>Reading and Writing Numbers</p> <p>read and write numbers from 1 to 20 in numerals and words.</p>	<p>Reading and Writing Numbers</p> <ul style="list-style-type: none"> read and write numbers to at least 100 in numerals and in words 	<p>Reading and writing numbers</p> <ul style="list-style-type: none"> read and write numbers up to 1000 in numerals and in words 	<p>Reading and writing numbers</p> <ul style="list-style-type: none"> know the numeral system changed to include the concept of zero and place value 	<p>Reading and writing numbers</p> <p>read, write numbers to at least 1 000 000 and determine the value of each digit</p>	<p>Reading and writing numbers</p> <ul style="list-style-type: none"> read and write numbers up to 10 000000 and determine the value of each digit
	<p>Understanding place value</p>	<p>Understanding place value</p> <ul style="list-style-type: none"> recognise the place value of each digit in a two-digit number (tens, ones) 	<p>Understanding place value</p> <ul style="list-style-type: none"> recognise the place value of each digit in a three digit number (hundreds, tens, ones) 	<p>Understanding place value</p> <ul style="list-style-type: none"> recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) 	<p>Understanding place value</p>	<p>Understanding place value</p>
	<p>Rounding</p>	<p>Rounding</p>	<p>Rounding</p>	<p>Rounding</p> <ul style="list-style-type: none"> round any number to the nearest 10, 100 or 1 000 	<p>Rounding</p> <ul style="list-style-type: none"> round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000 	<p>Rounding</p> <ul style="list-style-type: none"> round any whole number to a required degree of accuracy
	<p>Problem solving</p>	<p>Problem Solving</p> <p>Use place value and number facts to solve problems</p>	<p>Problem Solving</p> <p>solve number problems and practical problems involving these ideas</p>	<p>Problem Solving</p> <p>solve number and practical problems that involve all of the above and with increasingly large positive numbers</p>	<p>Problem Solving</p> <p>solve number problems and practical problems that involve all of the above</p>	<p>Problem Solving</p> <p>solve number and practical problems that involve all of the above</p>
Strand	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11	Stage 12

Addition and Subtraction	Number bonds • represent and use number bonds and related subtraction facts within 20	Number bonds • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	Number bonds	Number bonds	Number bonds	Number bonds
	Mental calculations • add and subtract one digit and two-digit numbers to 20, including zero • read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	Mental calculations • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one digit numbers • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot	Mental calculations • add and subtract numbers mentally, including: - a three digit number and ones - a three-digit number and tens - a three-digit number and hundreds	Mental calculations	Mental calculations • add and subtract numbers mentally with increasingly large numbers	Mental calculations • perform mental calculations, including with mixed operations and large numbers • use their knowledge of the order of operations to carry out calculations involving the four operations
	Written methods • read, write and Interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	Written methods	Written methods • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	Written methods • add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	Written methods • add and subtract whole numbers with more than 4 digits, including using formal written methods • (columnar addition and subtraction)	Written methods
	Inverse operations, estimating and checking answers	Inverse operations, estimating and checking answers • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	Inverse operations, estimating and checking answers • estimate the answer to a calculation and use inverse operations to check answers	Inverse operations, estimating and checking answers • estimate and use inverse operations to check answers to a calculation	Inverse operations, estimating and checking answers • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	Inverse operations, estimating and checking answers • estimate the answer to a calculation and use inverse operations to check answers
	Problem solving • solve one-step problems that involve addition and subtraction, using concrete objects pictorial representations and missing number problems e.g. $7 = ? - 9$	Problem solving solve problems with addition and subtraction: • using concrete objects and pictorial representations, including those involving numbers, quantities and measures • applying their increasing knowledge of mental and written methods	Problem solving • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	Problem solving • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	Problem solving • solve addition and subtraction multi- step problems in contexts, deciding which operations and methods to use and why	Problem solving • solve addition and subtraction multi- step problems in contexts, deciding which operations and methods to use and why. • Solve problems involving addition, subtraction, multiplication and division.
	Strand	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11

Multiplication and Division	Multiplication and Division Facts	Multiplication and Division Facts <ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. 	Multiplication and Division Facts <ul style="list-style-type: none"> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. 	Multiplication and Division Facts <ul style="list-style-type: none"> Recall multiplication and division facts for multiplication tables up to 12x12. 	Multiplication and Division Facts	Multiplication and Division Facts
	Mental Calculations <ul style="list-style-type: none"> Know doubles and halves facts up to 20 (highest is $10 + 10 = 20$) 	Mental Calculations <ul style="list-style-type: none"> Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. 	Mental Calculations <ul style="list-style-type: none"> write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one digit numbers, using mental and progressing to formal written methods. 	Mental Calculations <ul style="list-style-type: none"> use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. recognise and use factor pairs and commutativity in mental calculations. 	Mental Calculations <ul style="list-style-type: none"> multiply and divide numbers mentally drawing upon known facts multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 	Mental Calculations <ul style="list-style-type: none"> perform mental calculations, including with mixed operations and large numbers. associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$).
	Written Calculations	Written Calculations <ul style="list-style-type: none"> Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs. 	Written Calculations <ul style="list-style-type: none"> write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one digit numbers, using mental and progressing to formal written methods. 	Written Calculations <ul style="list-style-type: none"> multiply two-digit and three-digit numbers by a one digit number using formal written layout. 	Written Calculations <ul style="list-style-type: none"> multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two digit numbers divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context 	Written Calculations <ul style="list-style-type: none"> multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication divide numbers up to 4 digits by a two-digit whole number using the formal written method of short division where appropriate for the context divide numbers up to 4 digits by a two digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. Use written division methods in cases where the answer has up to two decimal places
	Properties of number	Properties of number	Properties of number	Properties of number <ul style="list-style-type: none"> multiples, factors, primes, square and cube numbers. recognise and use factor pairs and commutativity in mental calculations. 	Properties of number (multiples, factors, primes, square and cube numbers) <ul style="list-style-type: none"> identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers establish whether a number up to 100 is prime and recall prime numbers up to 19 recognise and use square numbers and cube numbers, and the notation for 2 and 3. 	Properties of number (Multiples, Factors, Primes, Square and Cube Numbers) <ul style="list-style-type: none"> identify common factors, common multiples and prime numbers use common factors to simplify fractions; use common multiples to express fractions in the same denomination. calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm^3) and cubic metres (m^3), and extending to other units such as mm^3 and km^3.
	Order of operations	Order of operations	Order of operations	Order of operations	Order of operations	Order of operations <ul style="list-style-type: none"> use their knowledge of the order

						<p>of operations to carry out calculations involving the four operations.</p> <p>Inverse operations, Estimating and Checking Answers</p> <ul style="list-style-type: none"> • use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.
	<p>Problem Solving</p> <ul style="list-style-type: none"> • Solve one-step problems involving multiplication and division, by calculating the answers using concrete objects, pictorial representations and arrays with the support of the teacher. 	<p>Problem Solving</p> <ul style="list-style-type: none"> • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. 	<p>Problem Solving</p> <ul style="list-style-type: none"> • solve problems, including missing number problems, involving \times and \div, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects 	<p>Problem Solving</p> <ul style="list-style-type: none"> • solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. 	<p>Problem Solving</p> <ul style="list-style-type: none"> • solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes • solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign • solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. 	<p>Problem Solving</p> <ul style="list-style-type: none"> • solve problems involving addition, subtraction, multiplication and division. • Solve problems involving the relative size of 2 quantities where missing values can be found by using integer multiplication and division facts.

Strand	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11	Stage 12
---------------	----------------	----------------	----------------	-----------------	-----------------	-----------------

Fractions, decimals and percentages	Counting in fractional steps	Counting in fractional steps • Pupils should count in fractions up to 10, starting from any number and using the $\frac{1}{2}$ and $\frac{2}{4}$ equivalence on the number line.	Counting in fractional steps • count up and down in tenths.	Counting in fractional steps • count up and down in hundredths.	Counting in fractional steps	Counting in fractional steps	
	Recognising fractions • recognise, find and name a half as one of two equal parts of an object, shape or quantity. • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	Recognising fractions • recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.	Recognising fractions • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • recognise that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10. • recognise and use fractions as numbers; unit fractions and non-unit fractions with small denominators.	Recognising fractions • recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.	Recognising fractions • recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.	Recognising fractions	Recognising fractions
	Comparing (Fractions)	Comparing (Fractions)	Comparing (Fractions) • compare and order unit fractions, and fractions with the same denominators.	Comparing (Fractions) • compare numbers with the same number of decimal places up to two decimal places.	Comparing (Fractions) • compare and order fractions whose denominators are all multiples of the same number. (Decimals) • read, write, order and compare numbers with up to three decimal places.	Comparing (Fractions) • compare and order fractions, including fractions >1 . (Decimals) • identify the value of each digit in numbers given to three decimal places.	Comparing (Fractions) • compare and order fractions, including fractions >1 . (Decimals) • identify the value of each digit in numbers given to three decimal places.
	Rounding	Rounding	Rounding	Rounding • round decimals with one decimal place to the nearest whole number.	Rounding; including decimals • round decimals with two decimal places to the nearest whole number and to one decimal place.	Rounding; including decimals • solve problems which require answers to be rounded to specified degrees of accuracy.	Rounding; including decimals • solve problems which require answers to be rounded to specified degrees of accuracy.
	Equivalence	Equivalence • write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	Equivalence • Recognise and show, using diagrams, equivalent fractions with small denominators.	Equivalence • recognise and show, using diagrams, families of common equivalent fractions. • recognise and write decimal equivalents of any number of tenths or hundredths • recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$	Equivalence • identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. • read and write decimal numbers as fractions. • recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. • recognise the percent symbol (%) and understand that percent relates to “number of parts per hundred”, and write percentages as a fraction with denominator 100 as a decimal fraction.	Equivalence; Fractions, decimals and percentages • use common factors to simplify fractions; use common multiples to express fractions in the same denomination. • associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$). • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.	Equivalence; Fractions, decimals and percentages • use common factors to simplify fractions; use common multiples to express fractions in the same denomination. • associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$). • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

	<p>Add and subtract</p>	<p>Add and subtract</p>	<p>Add and subtract</p> <ul style="list-style-type: none"> •add and subtract fractions with the same denominator within one whole (e.g. $5/7 + 1/7 = 6/7$) 	<p>Add and subtract</p> <ul style="list-style-type: none"> •add and subtract fractions with the same denominator. 	<p>Add and subtract</p> <ul style="list-style-type: none"> •add and subtract fractions with the same denominator and multiples of the same number •Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > <p>1 as a mixed number (e.g. $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$).</p>	<p>Add and subtract</p> <ul style="list-style-type: none"> •Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
	<p>Multiply and divide</p>	<p>Multiply and divide</p>	<p>Multiply and divide</p>	<p>Multiply and divide</p> <ul style="list-style-type: none"> •find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. 	<p>Multiply and divide</p> <ul style="list-style-type: none"> •multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. 	<p>Multiply and divide Fractions</p> <ul style="list-style-type: none"> •multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $1/4 \times 1/2 = 1/8$) •multiply one-digit numbers with up to two decimal places by whole numbers •divide proper fractions by whole numbers (e.g. $1/3 \div 2 = 1/6$). <p>Decimals</p> <ul style="list-style-type: none"> •multiply 1-digit numbers with up to 2 decimal places by whole numbers. •multiply and divide numbers by 10, 100 and 1000 where the answers are up to 3 decimal places. •identify the value of each digit to 3 decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to 3 decimal places •associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $3/8$). •use written division methods in cases where the answer has up to 2 decimal places.
	<p>Problem solving</p>	<p>Problem solving</p>	<p>Problem solving</p> <ul style="list-style-type: none"> •solve problems that involve all of the above. 	<p>Problem solving</p> <ul style="list-style-type: none"> • solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. • solve simple measure and money problems involving fractions and decimals to two decimal places. 	<p>Problem solving</p> <ul style="list-style-type: none"> •solve problems involving numbers up to three decimal places. •solve problems which require knowing percentage and decimal equivalents of $1/2$ $1/4$, $1/5$, $2/5$, $4/5$ and those with a denominator of a multiple of 10 or 25. 	<p>Problem solving</p> <ul style="list-style-type: none"> • solve problems involving similar shapes where the scale factor is known or can be found. • Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Strand	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11	Stage 12
---------------	----------------	----------------	----------------	-----------------	-----------------	-----------------

Algebra	Equations	Equations	Equations	Equations	Equations	Equations
	Sequences	Sequences	Sequences	Sequences	Sequences	Sequences
	Formulae	Formulae	Formulae	Formulae	Formulae	Formulae

Equations

- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representation and missing number problems such as $7 = - 9$ (copied from addition and Subtraction).
- represent and use number bonds and related subtraction facts within 20 (copied from Addition and Subtraction).

Equations

- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems (copied from Addition and Subtraction).
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 (copied from Addition and Subtraction).

Equations

- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction (copied from Addition and Subtraction).
- solve problems, including missing number problems, involving multiplication and division, including integer scaling (copied from Multiplication and Division).

Equations

Equations

- use the properties of rectangles to deduce related facts and find missing lengths and angles (copied from Geometry: Properties of Shapes).

Equations

- express missing number problems algebraically.
- find pairs of numbers that satisfy number sentences involving two unknowns.
- (enumerate all possibilities of combinations of two variables)

Sequences

- sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening (copied from Measurement).

Sequences

- compare and sequence intervals of time (copied from Measurement)
- order and arrange combinations of mathematical objects in patterns (copied from Geometry: position and direction).

Sequences

Sequences

Sequences

Sequences

- Generate and describe linear number sequences.

Formulae

Formulae

Formulae

Formulae

- Perimeter can be expressed algebraically as $2(a + b)$ where a and b are the dimensions in the same unit (Copied from measurement).

Formulae

Formulae

- Use simple formulae.

Strand	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11	Stage 12
---------------	----------------	----------------	----------------	-----------------	-----------------	-----------------

Statistics	Interpreting, constructing and presenting data	Interpreting, constructing and presenting data <ul style="list-style-type: none"> • interpret and construct simple pictograms, tally charts, block diagrams and simple tables • ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • ask and answer questions about totaling and comparing categorical data 	Interpreting, constructing and presenting data <ul style="list-style-type: none"> • interpret and present data using bar charts, pictograms and tables. 	Interpreting, constructing and presenting data <ul style="list-style-type: none"> • interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs 	Interpreting, constructing and presenting data <ul style="list-style-type: none"> • complete, read and interpret information in tables, including timetables. 	Interpreting, constructing and presenting data <ul style="list-style-type: none"> • interpret and construct pie charts and line graphs and use these to solve problems.
	Problem solving	Problem solving	Problem solving <ul style="list-style-type: none"> • solve one-step and two step questions [e.g. 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. 	Problem solving <ul style="list-style-type: none"> • solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. 	Problem solving <ul style="list-style-type: none"> • complete, read and interpret information in tables, including timetables. 	Problem solving <ul style="list-style-type: none"> • calculate and interpret the mean as an average.

Strand	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11	Stage 12
---------------	----------------	----------------	----------------	-----------------	-----------------	-----------------

Measure	Comparing and estimating compare, describe and solve practical problems for: • lengths and heights [e.g. long/short, longer/shorter] • mass/weight [e.g. heavy/light, heavier than, lighter than] • capacity and volume [e.g. full/empty, more than, less than, half] • time [e.g. quicker, slower, earlier, later]	Comparing and estimating • compare and order lengths mass, volume/capacity and record the results using >, < and = • compare and sequence intervals of time.	Comparing and estimating •compare durations of events, for example to calculate the time taken by particular events or tasks. •estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon.	Comparing and estimating • estimate, compare and calculate different measures, including money in pounds and pence.	Comparing and estimating • calculate and compare the area of squares and rectangles including using standard units, cm ² and m ² and estimate the area of irregular shapes. • estimate volume (e.g. using 1cm ³ blocks to build cubes and cuboids) and capacity (e.g. using water).	Comparing and estimating •Estimate and compare volume of cubes and cuboids using standard units, including cm ³ and m ³ , and extending to other units such as mm ³ and km ³ .
	Measuring and calculating measure and begin to record the following: •lengths and heights •mass/weight •capacity and volume •time (hours, minutes, seconds)	Measuring and calculating •choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.	Measuring and calculating measure, compare, add and subtract: • lengths (m/cm/mm) • mass (kg/g); • volume • measure the perimeter of simple 2- D shapes capacity (l/ml)	Measuring and calculating • measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m. • find the area of rectilinear shapes by counting squares.	Measuring and calculating • use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal Notation, including scaling. • measure and calculate the perimeter of composite rectilinear shapes in cm and m. •calculate and compare the area of squares and rectangles including using standard units, cm ² and m ² and estimate the area of irregular shapes.	Measuring and calculating • solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places. •calculate volume of cubes and cuboids using standard units, including cm ³ and m ³ and extending to other units such as mm ³ and km ³ •recognise that shapes with the same areas can have different perimeters and vice versa •calculate the area of parallelograms and triangles •recognise when it is possible to use formulae for area and volume of shapes
	Money • recognise and know the value of different denominations of coins and notes.	Money • recognise and use symbols for £ and pence p; combine amounts to make a particular value. • find different combinations of coins that equal the same amounts of money. • solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	Money •add and subtract amounts of money to give change, using both £ and p in practical contexts.	Money	Money	Money
	Time •tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. • recognise and use language relating to dates, including days of the week, weeks, months and years (sequences).	Time •tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times •know the number of minutes in an hour and the number of hours in a day.	Time • tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12- hour and 24hour clocks.	Time • read, write and convert time between analogue and digital 12 and 24-hour clocks. • solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	Time • solve problems involving converting between units of time.	Time
	Converting	Converting	Converting • know the number of seconds in a minute and the number of days in each month, year and leap year.	Converting • convert between different units of measure (e.g. km to m; hour to minute) • read, write and convert time between analogue and digital 12 and 24-hour clocks.	Converting •convert between different units of metric measure (e.g. km and m; gram and kilogram; l and ml) • solve problems involving converting between units of time •understand and use equivalences between metric units and common imperial units.	Converting • use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to 3 decimal places • solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places. •convert between miles and kilometres
	Converting	Converting	Converting	Converting	Converting	Converting

Strand	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11	Stage 12
--------	---------	---------	---------	----------	----------	----------

Geometry- properties of shape	Identifying shapes and their properties recognise and name common 2-D and 3- D shapes, including: • 2-D shapes [e.g. rectangles (including squares), circles and triangles] • 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres].	Identifying shapes and their properties • Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line • Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces • Identify 2D shapes on the surface of 3D shapes, [for example, circle on a cylinder and a triangle on a pyramid]	Identifying shapes and their properties	Identifying shapes and their properties • identify lines of symmetry in 2-D shapes presented in different orientations.	Identifying shapes and their properties • identify 3-D shapes, including cubes and other cuboids, from 2D representations.	Identifying shapes and their properties • recognise, describe and build simple 3- D shapes, including making nets. • illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.
	Drawing & constructing	Drawing & constructing	Drawing & constructing • draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them.	Drawing & constructing • complete a simple symmetric figure with respect to a specific line of symmetry.	Drawing & constructing • draw given angles, and measure them in degrees (°).	Drawing & constructing • draw 2-D shapes using given dimensions and angles. • recognise, describe and build simple 3- D shapes, including making nets.
	Comparing and classifying	Comparing and classifying • Compare and sort common 2D and 3D shapes and everyday objects.	Comparing and classifying	Comparing and classifying • compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.	Comparing and classifying • use the properties of rectangles to deduce related facts and find missing lengths and angles. • distinguish between regular and irregular polygons based on reasoning about equal sides and angles.	Comparing and classifying • compare and classify geometric shapes based on their properties and sizes and find unknown find unknown angles in any triangles, quadrilaterals, and regular polygons.
	Angles	Angles	Angles • recognise angles as a property of shape or a description of a turn. • identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. • identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	Angles • identify acute and obtuse angles and compare and order angles up to two right angles by size.	Angles • know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles identify: • angles at a point and one whole turn (total 360°). • angles at a point on a straight line and ½ a turn (total 180°). • other multiples of 90°.	Angles • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Strand	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11	Stage 12
--------	---------	---------	---------	----------	----------	----------

Geometry- position and direction	Position, direction & movement • describe position, direction and movement, including half, quarter and three-quarter turns.	Position, direction & movement • Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ turns (clockwise and anticlockwise).	Position, direction & movement	Position, direction & movement • describe positions on a 2-D grid as coordinates in the first quadrant. • describe movements between positions as translations of a given unit to the left/right and up/down. • plot specified points and draw sides to complete a given polygon.	Position, direction & movement • identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.	Position, direction & movement • describe positions on the full coordinate grid (all four quadrants). • draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
	Pattern	Pattern • order and arrange combinations of mathematical objects in patterns.	Pattern	Pattern	Pattern	Pattern

KS4 Curriculum Coverage

Content coverage	Using numbers and the number system - whole numbers	Using common measures, shape and space	Handling information and data
KS4 E1	E1.1 Read, write, order and compare numbers up to 20 E1.2 Use whole numbers to count up to 20 items, including zero E1.3 Add numbers which total up to 20, and subtract numbers from numbers up to 20 E1.4 Recognise and interpret the symbols +, - and = appropriately	E1.5 Recognise coins and notes and write them in numbers with the correct symbols (£ & p), where these involve numbers up to 20 E1.6 Read 12-hour digital and analogue clocks in hours E1.7 Know the number of days in a week, months and seasons in a year; be able to name and sequence E1.8 Describe and make comparisons in words between measures of items including size, length, width, height, weight and capacity E1.9 Identify and recognise common 2-D and 3-D shapes, including circle, cube, rectangle (including square) and triangle E1.10 Use everyday positional vocabulary to describe position and direction, including left, right, in front, behind, under and above	E1.11 Read numerical information from lists E1.12 Sort and classify objects using a single criterion E1.13 Read and draw simple charts and diagrams, including a tally chart, block diagram/graph problems.
Content coverage	Using numbers and the number system - whole numbers, fractions and decimals	Using common measures, shape and space	Handling information and data

KS4 E2	<p>E2.1 Count reliably up to 100 items</p> <p>E2.2 Read, write, order and compare numbers up to 200</p> <p>E2.3 Recognise and sequence odd and even numbers up to 100</p> <p>E2.4 Recognise and interpret the symbols +, -, ×, ÷ and = appropriately</p> <p>E2.5 Add and subtract two-digit numbers</p> <p>E2.6 Multiply whole numbers in the range 0 × 0 to 12 × 12 (times tables)</p> <p>E2.7 Know the number of hours in a day and weeks in a year; be able to name and sequence</p> <p>E2.8 Divide two-digit whole numbers by single-digit whole numbers and express remainders</p> <p>E2.9 Approximate by rounding to the nearest 10, and use this rounded answer to check results</p> <p>E2.10 Recognise simple fractions (halves, quarters and tenths) of whole numbers and shapes</p> <p>E2.11 Read, write and use decimals to one decimal place</p>	<p>E2.12 Calculate money with pence up to one pound and in whole pounds of multiple items and write with the correct symbols (£ or p)</p> <p>E2.13 Read and record time in common date formats and read time displayed on analogue clocks in hours, half hours and quarter hours, and understand hours from a 24-hour digital clock</p> <p>E2.14 Use metric measures of length, including millimetres, centimetres, metres and kilometres</p> <p>E2.15 Use measures of weight, including grams and kilograms</p> <p>E2.16 Use measures of capacity, including millilitres and litres</p> <p>E2.17 Read and compare positive temperatures</p> <p>E2.18 Read and use simple scales to the nearest labelled division</p> <p>E2.19 Recognise and name 2-D and 3-D shapes, including pentagons, hexagons, cylinders, cuboids, pyramids and spheres</p> <p>E2.20 Describe the properties of common 2-D and 3-D shapes, including numbers of sides, corners, edges, faces, angles and base</p> <p>E2.21 Use appropriate positional vocabulary to describe position and direction, including between, inside, outside, middle, below, on top, forwards and backwards</p>	<p>E2.22 Extract information from lists, tables, diagrams and bar charts</p> <p>E2.23 Make numerical comparisons from bar charts</p> <p>E2.24 Sort and classify objects using two criteria</p> <p>E2.25 Take information from one format and represent the information in another format, including use of bar charts</p>
-----------	--	--	---

Content coverage	Using numbers and the number system - whole numbers, fractions and decimals	Using common measures, shape and space	Handling information and data
KS4 E3	<p>E3.1 Count, read, write, order and compare numbers up to 1000</p> <p>E3.2 Add and subtract using three-digit whole numbers</p> <p>E3.3 Divide three-digit whole numbers by single- and double-digit whole numbers and express remainders</p> <p>E3.4 Multiply two-digit whole numbers by single- and double-digit whole numbers</p> <p>E3.5 Approximate by rounding numbers less than 1000 to the nearest 10 or 100 and use this rounded answer to check results</p> <p>E3.6 Recognise and continue linear sequences of numbers up to 100</p> <p>E3.7 Read, write and understand thirds, quarters, fifths and tenths, including equivalent forms</p> <p>E3.8 Read, write and use decimals up to two decimal places</p> <p>E3.9 Recognise and continue sequences that involve decimals</p>	<p>E3.10 Calculate with money using decimal notation and express money correctly in writing in pounds and pence</p> <p>E3.11 Round amounts of money to the nearest £1 or 10p</p> <p>E3.12 Read, measure and record time using am and pm</p> <p>E3.13 Read time from analogue and 24-hour digital clocks in hours and minutes</p> <p>E3.14 Use and compare measures of length, capacity, weight and temperature using metric or imperial units to the nearest labelled or unlabelled division</p> <p>E3.15 Compare metric measures of length, including millimetres, centimetres, metres and kilometres</p> <p>E3.16 Compare measures of weight, including grams and kilograms</p> <p>E3.17 Compare measures of capacity, including millilitres and litres</p> <p>E3.18 Use a suitable instrument to measure mass and length</p> <p>E3.19 Sort 2-D and 3-D shapes using properties, including lines of symmetry, length, right angles, angles, including in rectangles and triangles</p> <p>E3.20 Use appropriate positional vocabulary to describe position and direction, including eight compass points and full/half/quarter turns</p>	<p>E3.21 Extract information from lists, tables, diagrams and charts and create frequency tables</p> <p>E3.22 Interpret information, to make comparisons and record changes, from different formats, including bar charts and simple line graphs</p> <p>E3.23 Organise and represent information in appropriate ways, including tables, diagrams, simple line graphs and bar charts</p>

Content	Using numbers and the number system - whole numbers, fractions	Using common measures, shape and space	Handling information and data
----------------	---	---	--------------------------------------

coverage	and decimals		
KS4 L1	1 Read, write, order and compare large numbers (up to one million) 2 Recognise and use positive and negative numbers 3 Multiply and divide whole numbers and decimals by 10, 100, 1000 4 Use multiplication facts and make connections with division facts 5 Use simple formulae expressed in words for one or two-step operations 6 Calculate the squares of one-digit and two-digit numbers 7 Follow the order of precedence of operators 8 Read, write, order and compare common fractions and mixed numbers 9 Find fractions of whole number quantities or measurements 10 Read, write, order and compare decimals up to three decimal places 11 Add, subtract, multiply and divide decimals up to two decimal places 12 Approximate by rounding to a whole number or to one or two decimal places 13 Read, write, order and compare percentages in whole numbers 14 Calculate percentages of quantities, including simple percentage increases and decreases by 5% and multiples thereof 15 Estimate answers to calculations using fractions and decimals 16 Recognise and calculate equivalences between common fractions, percentages and decimals 17 Work with simple ratio and direct proportions	18 Calculate simple interest in multiples of 5% on amounts of money 19 Calculate discounts in multiples of 5% on amounts of money 20 Convert between units of length, weight, capacity, money and time, in the same system 21 Recognise and make use of simple scales on maps and drawings 22 Calculate the area and perimeter of simple shapes including those that are made up of a combination of rectangles 23 Calculate the volumes of cubes and cuboids 24 Draw 2-D shapes and demonstrate an understanding of line symmetry and knowledge of the relative size of angles 25 Interpret plans, elevations and nets of simple 3-D shapes 26 Use angles when describing position and direction, and measure angles in degrees	27 Represent discrete data in tables, diagrams and charts including pie charts, bar charts and line graphs 28 Group discrete data and represent grouped data graphically 29 Find the mean and range of a set of quantities 30 Understand probability on a scale from 0 (impossible) to 1 (certain) and use probabilities to compare the likelihood of events 31 Use equally likely outcomes to find the probabilities of simple events and express them as fractions

Content coverage	Using numbers and the number system - whole numbers, fractions and decimals	Using common measures, shape and space	Handling information and data

<p>KS4 L2</p>	<p>1 Read, write, order and compare positive and negative numbers of any size 2 Carry out calculations with numbers up to one million including strategies to check answers including estimation and approximation 3 Evaluate expressions and make substitutions in given formulae in words and symbols 4 Identify and know the equivalence between fractions, decimals and percentages 5 Work out percentages of amounts and express one amount as a percentage of another 6 Calculate percentage change (any size increase and decrease), and original value after percentage change 7 Order, add, subtract and compare amounts or quantities using proper and improper fractions and mixed numbers 8 Express one number as a fraction of another 9 Order, approximate and compare decimals 10 Add, subtract, multiply and divide decimals up to three decimal places 11 Understand and calculate using ratios, direct proportion and inverse proportion 12 Follow the order of precedence of operators, including indices</p>	<p>13 Calculate amounts of money, compound interest, percentage increases, decreases and discounts including tax and simple budgeting 14 Convert between metric and imperial units of length, weight and capacity using a) a conversion factor and b) a conversion graph 15 Calculate using compound measures including speed, density and rates of pay 16 Calculate perimeters and areas of 2-D shapes including triangles and circles and composite shapes including non-rectangular shapes (formulae given except for triangles and circles) 17 Use formulae to find volumes and surface areas of 3-D shapes including cylinders (formulae to be given for 3-D shapes other than cylinders) 18 Calculate actual dimensions from scale drawings and create a scale diagram given actual measurements 19 Use coordinates in 2-D, positive and negative, to specify the positions of points 20 Understand and use common 2-D representations of 3-D objects 21 Draw 3-D shapes to include plans and elevations 22 Calculate values of angles and/or coordinates with 2-D and 3-D shapes</p>	<p>23 Calculate the median and mode of a set of quantities 24 Estimate the mean of a grouped frequency distribution from discrete data 25 Use the mean, median, mode and range to compare two sets of data 26 Work out the probability of combined events including the use of diagrams and tables, including two-way tables 27 Express probabilities as fractions, decimals and percentages 28 Draw and interpret scatter diagrams and recognise positive and negative correlation</p>
-------------------	---	---	--

How do we know our Numeracy Learners are actually learning? How do our learners know how they are doing?

- Regular formative assessment for learning – incidental pre-assessment opportunities, teaching team observation records, self and peer assessment.
- Learning Habits and Muscles are integral to the self-reflection learning journey.
- Evisense – link to B-Squared statements and opportunities to capture WOW moments/ pupil voice
- School Council – pupil voice
- B-Squared for tracking progress and attainment, assessing across levels to identify strengths and barriers to learning (spiky profile). Monitor and intervene
- Summative Assessment for Learning – Edexcel functional Skills exam (E1-3) and (L1, L2 annually and beyond as needed)
- Termly in house moderation - standardisation
- External moderation
- Staff surveys

What do we want for our future Gosden Numeracy Learners? (Gosden Graduate/ Gosden House Vision/ Gosden House Toolkit)

The impact of our mathematics curriculum is that children understand the relevance and importance of what they are learning in relation to real world concepts. Children know that maths is a vital life skill that they will rely on in many areas of their daily life. Children have a positive view of maths due to learning in an environment where maths is promoted as being an exciting and enjoyable subject in which they can investigate and ask questions; they know that it is reasonable to make mistakes because this can strengthen their learning through the journey to finding an answer. Children are confident to ‘have a go’ and choose the equipment they need to help them to learn along with the strategies they think are best suited to each problem. Ultimately, a Gosden House pupil will follow an individualised mathematical pathway to promote progress, attainment, functionality, independence and employment.

DEIB

In maths we explore DEIB through learning about mathematicians, both in Maths and through our topic work, from a range of backgrounds, including Alan Turing, Leonardo Da Vinci, Issac Newton, Katherine Johnson, Dorothy Vaughan and Mary Jackson.

We encourage all learners to have an interest in STEM subjects and champion this for both boys and girls. In our lessons we reference a range of people in our questions – this is an implicit part of our learning which includes representation from a range of the protected characteristics. We ensure Maths is accessible to all our learners and adjust our delivery and resources to ensure all learners are able to achieve.